Instructor: R. Jon Leffingwell, Ph.D.
Office: 418 Hammond Hall
Phone: 817-272-2274
Mailbox: Box 19227
Instructor web site: www.uta.edu/faculty/leffingwell
Course web site: www.uta.edu/faculty/leffingwell/mentis.profile
Email: leffingwell@uta.edu

NOTE: E-mail is the official means of communication between the university and students, effective August 22, 2005. Utilize your UTA e-mail for all communications.

Office Hours: Monday 4:00 – 5:00 pm; Others by appointment

Section Information: EDUC 5305-001

Course Location and Time: Monday 5:30 pm – 8:20 pm, TBA

Description of Course Content:
EDUC 5305-001 CURRICULUM DESIGN, IMPLEMENTATION, & EVALUATION (3-0)
This course is an examination of theory and research in curriculum development, implementation, and evaluation. The integration of Multiculturalism, Constructivism and Realistic Educational Reform will be examined.

University Mission

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.
College of Education Mission

The mission of the UTA College of Education is to develop and deliver an educational program that ensures the highest of teacher, administrator and allied health science preparation and performance and to be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research, and meaningful service. The College is committed to the advancement of teaching and learning in all educational environments, at all levels, and for all students. The collaboratively developed shared vision of the University of Texas at Arlington’s College of Education is based on core values, dispositions, and commitments of:

- Effective Teaching
- Active Learning
  - Quality Research
- Meaningful Service

Professional Dispositions:

The following Professional Dispositions Guidelines are to be followed by all students and candidates in COEHP. The standards referenced are those of the Texas Administrative Code. Students and candidates are responsible for identifying and following professional standards and policies for their particular state.

A. Professional Demeanor: TAC Standards 1.9, 1.10, 2.1 through 3.9
   • Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, PreK-16 students).
   - Demonstrates kindness, fairness, patience, dignity and respect in working with others.
   - Accepts decisions made by institutional authority.
   - Treats others in a just and equitable manner.
   • Maintains composure and self-control.
   - Responds positively to constructive criticism.
   - Follows appropriate channels of communication/authority.
   - Reacts professionally (calm and patient) when under stressful situations.

B. Professional Practices: TAC Standards 1.1 through 3.9
   • Complies with class and program requirements
   - Attends classes, trainings, and field experiences.
   - Arrives on time and remains for the duration.
   - Is prepared, engaged, and meets deadlines.
   • Demonstrates academic integrity and honesty.
   • Maintains appropriate confidentiality at all times.
   • Demonstrates compliance with all laws and regulations.
   - Demonstrates compliance with University policies and Texas Education Agency (TEA)/professional specialty program area standards

C. Professional Appearance: TAC Standards 1.7, 1.10, 2.5
   • Displays personal appearance and/or hygiene appropriate for professional settings.

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1 Texas Administrative Code, Ethics and Standard Practices for Texas Educators can be found at:

2 Specialty areas as in KINE must access and follow their discipline-specific professional and ethical standards. Non-Texas residents are responsible to follow the guidelines for ethical behavior published by their home state.
D. Professional Language/Communication: TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11, 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9
   • Uses appropriate and professional language and conduct.
   • Works effectively, collaboratively, and equitably with others.
   • Receives feedback in a positive manner and makes necessary adjustments.
   • Uses electronic and social media appropriately, e.g., texting, Facebook, LinkedIn.
   • Follows school and state regulations in electronic contacts made with PreK-12 students, parents, administrators, professors and others professionals.
   • Uses UT Arlington email as official university form of electronic communication and information.
   • Uses respectful electronic communication etiquette in course related materials and correspondence, such as in Blackboard and email.

Conceptual Framework

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.

Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all.

Textbooks and Materials


Course Rationale and Learning Outcomes

Rationale and Overall Objectives - This course is an introduction to the foundations, principles and issues of curriculum for educators who are graduate students. The overall objectives for the course are that students will:
   • Develop an understanding and appreciation of the basics of curriculum design and implementation from a historical, socio-cultural, and legal perspective within the context of current research.
   • Analyze the available resources, to include those which are mandated, that fashion the curriculum products and delivery in the classrooms of today.
   • Be able to discuss and explain the general framework of the Texas Essential Knowledge and Skills documents and summarize the history of their development.

Specific Objectives - By the completion of this course, students will:
   • Be able to explain the basic principles in of curriculum design, development, implementation, and evaluation, including the theories and trends that influence the field.
   • Understand and be able to participate in a curriculum audit process, including manipulation of the major steps in the alignment of the written, taught and tested curriculum.
   • Articulate the major concepts and generalization associated with PK-I2 Curriculum.
   • Be able to implement appropriate techniques and applications of cost analysis for curriculum issues.
   • Identify the major historical curriculum initiatives that have affected Texas public schools.
   • Explain relationships between/among legislative mandates, the Texas Education Code, TEA, and the local district curriculum and discuss how each affects the manner in which instruction is organized, delivered, and financed.
   • Identify and discuss the validity of current trends in curriculum development with particular attention given to
their impact on public school systems.

- Become familiar with curriculum development and delivery options that exist in other states, explain the relationship between curriculum development and student outcomes at both the district and campus levels to
include justification of a collaborative system for developing goals, apportioning resources and evaluating programs.

- Explain the relationship between curriculum development and student outcomes at both the district and campus levels to include justification of a collaborative system for developing goals, apportioning resources and evaluating programs.

**University Policies:**

1. **Academic honesty and integrity is expected of all students.** This experience demands a high level of scholarly behavior and academic honesty on the part of all students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an "F" in the course, and/or be brought before a higher level of governance for possible dismissal from the university. Discipline may include suspension or expulsion from the University. This is a matter of professional ethics for anyone involved in the field of education.

   According to the UT System Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22: “Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.”

2. **Academic Integrity:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

   I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

   I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

   Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

3. **Disability Accommodations:** UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

   The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

   Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

4. **Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising
and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

5. **Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

6. **Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

7. **Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

8. **Medical Reimbursement:** University students will be responsible for their own transportation, meals, and health care while participating in the field-based program. University students bear the burden of any expenses incurred in conjunction with injuries that may occur during field-based classes/components, internship, and residency. The university will not reimburse the student for any expenses related to injuries or illness.

9. **Grade grievance:** The student has one calendar year from the date the grade is assigned to initiate the grievance. The normal channels are to express your concerns in writing first to the course instructor, then to the appropriate department chair or program director, then to the academic dean, and then to the Provost.

10. **Commitment to Diversity:** In our commitment to the furthering of knowledge and fulfilling our educational mission, the College of Education at the University of Texas at Arlington seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds. We seek to include knowledge and values from many cultures in the curriculum. Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age.
College of Education and Health Professions Policies:

TK-20:

The College of Education and Health Professions is pleased to announce the adoption of Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable cost of $100. You may purchase your subscription online from a link provided on the system’s website or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit http://www.uta.edu/coehp/tk20 for more information. The following is a partial listing of what the Tk20 system will enable you to do:

• Create your course and performance artifacts online, which you will be able to access and use beyond graduation. This will be a great benefit to you as you seek to advance in your education career and build your career portfolio over time.

• Submit forms online, including applications for student teaching and other clinical practice required for teacher or administrator certification, and receive timely notification of placement details sent directly to your Tk20 account.

• Create multimedia portfolios for documenting your work for presentation to faculty and prospective employers that can be exported to CDs or other media.

• Monitor your progress throughout the program and have access to a fully documented record of your program performance, including field experience, practicum, internship, or clinical practice. This is particularly important, given increased use of performance interviews by employers.

On-line tutorials and training materials have been organized to orient you to the Tk20 system and its use.

We appreciate your hard work and dedication toward completing your education in the College of Education and Health Professions at the University of Texas at Arlington!

AVID:

AVID’s mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

The AVID Teacher Preparation Initiative collaborates with colleges and schools of education to systematically address the needs of teacher candidates enrolled in teacher education programs. AVID supports teacher candidates in their efforts to obtain teacher certification. AVID assists faculty and staff in analyzing existing curriculum and data, identifying barriers and needs, and establishing learning outcomes and assessments. When implemented with fidelity, AVID has the potential to impact the preparation and performance of teacher candidates through consistent support and professional development for faculty and staff.
At UTA, we are working with AVID on the Teacher Preparation Initiative. In particular, we are aligning our courses to include the framework WICOR: Writing, Inquiry, Collaboration, Organization, and Rigor. The syllabus and instruction in this course will involve WICOR as both an instructional and an organizational tool. We believe this will help you be better prepared to meet the needs of a diverse student population as you leave UTA and pursue your teaching career. In addition to assessment of your participation in the course, we will also be asking for your feedback as we strive to improve this partnership.

**Library Information:**

Andy Herzog is the Education Librarian. He can be reached at 817-272-7517, and by email at amherzog@uta.edu

You will find online databases for Education at:


**UTA Writing Center:**

Professionally trained tutors offer help with writing projects at any stage of the process at not cost to UTA students. Check out their On-Line Writing Lab at [http://www.uta.edu/owl/](http://www.uta.edu/owl/). You can even submit a rough draft via email and request feedback from a tutor.

**Course Policies:**

**Drop Policy**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships [http://wweb.uta.edu/ses/fao](http://wweb.uta.edu/ses/fao).

**Cell Phones**

Cell phones should be turned off or on silent and out of sight when class begins. If you must take a call, please step into the hall to take the call.

**Late Work/Early Work**

All assignments are expected on time. Work that is submitted after announced due dates must have PRIOR instructor approval if feasible and may have 10 percent of the possible total points deducted from the grade for each class period the paper or project is late. A late assignment will be accepted only if due to unavoidable circumstances.
With the exception of the scheduled class presentations of research and weekly class participation, other assignments may be handed in early.

**Standards for Written Assignments**

All work for this course is to be carefully edited and/or constructed. Content, length, adherence to stated guidelines, and appropriate writing style (grammar, spelling, etc.) will be considered in the overall grading of the paper or project. I am certain that you would expect or desire no less. Points may be deducted for each misspelling or grammatical error.

**Course Assignments:**

**Class Participation**

Class attendance is required and roll will be taken. If you must be absent or tardy, let the instructor know in advance if at all possible. Students are expected to arrive on time and stay for the entire class period. These requirements are in line with the professional attitudes expected in the field of education in both the university and school setting. Late arrivals to class are a disruption to your peers and to the instructor. The participation grade may be calculated as follows:

1. The class meeting hours make it equivalent to three regularly scheduled classes. Thus, absences will be carefully monitored. Two absences will result in a ceiling grade of B (reduction of one letter grade); with three absences, a ceiling grade of C (reduction of two letter grades); and a fourth absence will result in failure of the course. Partial absences will be counted (e.g. coming late/leaving early) according to time missed.

2. Active and appropriate participation in class activities and discussions is expected and reading assignments for each class should be completed in advance of the class meeting.

3. Students are to complete reflection questions as assigned for the required reading each class period. These questions will be used to facilitate the discussion of the reading assignments.

**Beginning Philosophy of Curriculum (14 points)**

This assignment is to help you articulate what you believe about the purpose of curriculum and the role curriculum plays in the overall scheme of education. Please address the following questions in your philosophy:

- which curriculum model(s) do you prefer? Give reasons with examples;
- what you believe is the purpose of curriculum in the lives of administrators, teachers, and students;
- how do you believe curriculum should be changed or revisited at the state and local level (your district/school)- give at least one specific example;
- What do you believe the role of a curriculum director should be?

**Case Studies (66 points)**

This course is built on analysis of case studies and your personal and professional reflections. Students are required to read the assigned case studies and to respond to questions pertaining to each. In addition, students will actively discuss their respective responses in groups each week. Students will meet with a different group each week dependent upon the total number of students in class.

**Final Exam (20 points)**

The end of course exam will require that the student draw upon the comprehensive resources of the semester as well as outside experiences/information.
Late Work/Early Work
All assignments are expected on time. Work that is submitted after announced due dates must have PRIOR instructor approval if feasible and may have 10 percent of the possible total points deducted from the grade for each class period the paper or project is late. A late assignment will be accepted only if due to unavoidable circumstances.

Standards for Written Assignments
All work for this course is to be typed, carefully edited and/or constructed. Content, length, adherence to stated guidelines, and appropriate writing style (grammar, spelling, etc.) will be considered in the overall grading of the paper or project. I am certain that you would expect or desire no less. All work will be type written.
### Tentative Lecture/Topic Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture/Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Jan 25</td>
<td><strong>Introduction &amp; Orientation</strong></td>
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<tr>
<td>Week 1</td>
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<tr>
<td>Feb 1</td>
<td><strong>Introduction to Curriculum Development</strong></td>
<td>Chapter 1</td>
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<tr>
<td>Week 2</td>
<td>Case Study 1: Case of Eastwood Middle School</td>
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<td>Case Study 2: Action Research as an Instrument of Change.</td>
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<tr>
<td>Feb 8</td>
<td><strong>Social and Technological Foundations of Curriculum</strong></td>
<td>Chapter 2</td>
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<tr>
<td>Week 3</td>
<td>Case Study 3: Linda Blevins and Marvin Watts</td>
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<td>Case Study 4: O’Donnel School</td>
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<td>Case Study 5: Listening to Themselves</td>
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<tr>
<td>Feb 15</td>
<td><strong>Historical and Philosophical Foundations of Curriculum</strong></td>
<td>Chapter 3</td>
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<tr>
<td>Week 4</td>
<td>Case Study 6: Diane Worley</td>
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<td>Case Study 7: Philosophies in Conflict</td>
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<td>Feb 22</td>
<td><strong>Concepts, Theories and Models</strong></td>
<td>Chapter 4</td>
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<td>Week 5</td>
<td>Case Study 8: Case of a Disappointed Student</td>
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<td>Case Study 9: Selecting Activities to Personalize the Curriculum</td>
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<tr>
<td>Feb 29</td>
<td><strong>Designing and Organizing Curricula</strong></td>
<td>Chapter 5</td>
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<td>Week 6</td>
<td>Case Study 10: Case of The Little School That Grew</td>
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<td>Case Study 11: Using Concept Mapping for Collaborative Curriculum Design</td>
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<td>March 9</td>
<td><strong>Philosophy of Curriculum Paper</strong></td>
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<td>Week 7</td>
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<td>March 14</td>
<td><strong>SPRING BREAK</strong></td>
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<td>Week 8</td>
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<tr>
<td>March 21</td>
<td><strong>Aims, Goals and Objectives</strong></td>
<td>Chapter 6</td>
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<td>Week 9</td>
<td>Case Study 12: Case of San Sona Elementary School</td>
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<td>Case Study 13: Together We Are Better</td>
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<td>March 28</td>
<td><strong>Selecting Content and Activities</strong></td>
<td>Chapter 7</td>
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<td>Week 10</td>
<td>Case Study 14: The Case of Building Bridges To Reform</td>
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<td>Case Study 15: Building Capacity Through Collaboration</td>
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<td>Apr 4</td>
<td><strong>Helping People Change</strong></td>
<td>Chapter 8</td>
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<td>Week 11</td>
<td>Case Study 16: The Case of Regional University</td>
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<td>Case Study 17: Collaboration for Change</td>
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<td>Apr 11</td>
<td><strong>Evaluating Instruction and the Curriculum</strong></td>
<td>Chapter 9</td>
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<td>Week 12</td>
<td>Case Study 18: Case of an Accreditation Visit</td>
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<td>Case Study 19: Critical Thinking Across The Curriculum</td>
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<td>Apr 18</td>
<td><strong>Planning and Converting Curriculum into Instruction</strong></td>
<td>Chapter 10</td>
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<tr>
<td>Week 13</td>
<td>Case Study 20: A Wichita School Case</td>
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<td>Case Study 21: Reenergizing a School in a High Challenge Environment</td>
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<td>Date</td>
<td>Topic</td>
<td>Chapter</td>
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<tr>
<td>April 25</td>
<td>Current and Future Curriculum Trends</td>
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<td>Week 14</td>
<td>Case Study 22: Whom Are We Preparing For Inclusion</td>
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<td>May 2</td>
<td>Summation and Review</td>
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<td>Week 15</td>
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<tr>
<td>May 9</td>
<td>Final Examination</td>
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Note: The Instructor reserves the right to make adjustments and modifications to this syllabus during the semester as needed. Students will be notified of any and all changes.

**Grade Calculation**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Case Study Questions</td>
<td>66 points (22x3 pts. each)</td>
</tr>
<tr>
<td>Philosophy of Curriculum Paper</td>
<td>14 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20 points</td>
</tr>
</tbody>
</table>

**Total Points:** 100 points

**Grading Scale**

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = below 60%